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MODERN WORD BOOK FOR PRIMARY GRADES

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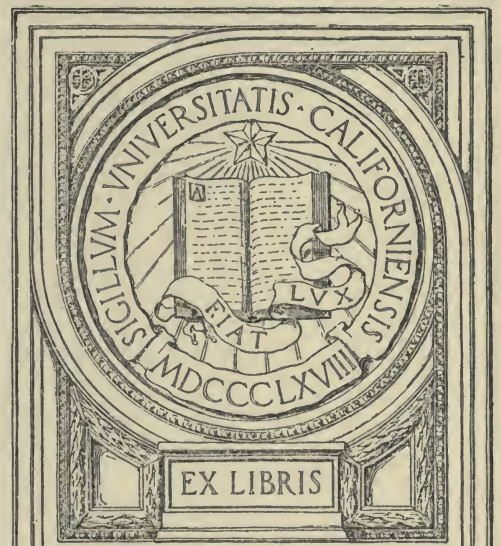

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MODERN WORD BOOK FOR PRIMARY GRADES

AN ELEMENTARY COURSE IN PHONICS AND SPELLING

BY

J. N. HUNT

PRINT AND SCRIPT
ILLUSTRATED

AMERICAN BOOK COMPANY
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MODERN WORD BOOK.

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PREFACE

PRACTICALLY all modern Courses of Study for the primary grades outline drill on *phonics* or the *elementary sounds* of the English language. These drills are helpful to all classes of pupils, but are especially significant for children whose vernacular is not English. In all these cases it is highly important that the children shall have the benefit of drill on the phonic elements as early as possible in school life, and thus secure facility in their use.

Other aims of phonic drill are, (*a*) the correction of defects in the organs of speech while pupils are still young, (*b*) the development of the power of correct pronunciation. The basis for these drills is found in the exercises of The Modern Word Book, which includes a vocabulary of nearly one thousand common words.

At the beginning of this little book the pupil is taught the use of each *letter* of the alphabet, and throughout the words are grouped in such a manner as to show their similarities of *form* and *sound*, thereby assisting the pupil in relating each letter, or phonogram, to its proper sound. Through the medium of these exercises, the pupils are rendered self-helpful and independent in learning *new* words. This result is of great pedagogic value, since it lies at the foundation of the pupil's success in reading.

Word Grouping

C28015

In general, the vocabulary of this book is presented in both *print* and *script*. It is believed that the presentation of both forms on the same page will assist the pupil in acquiring *automatic facility* in their use.

Script Work

A glance at many Primers, Primary Readers, and Spellers will satisfy you that no provision whatever is made in them for familiarizing pupils with the *phonic elements* and the use of *script*. Indeed, in many courses of reading, the responsibility for work along these lines is imposed on the teacher without even a helpful suggestion from the textbook. This Word Book supplies a definite body of *phonic* and *word* drill for use in the primary grades, so arranged that even inexperienced teachers can develop it with success.

On the pages of this book, pictures play quite as important a part as they do in any Primer or Primary Reader. The pictures interest the children and relate directly to the vocabulary. From an artistic point they compare favorably with the best specimens of the illustrator's art. Each picture is a center of helpful suggestion, since it assists the pupil in apprehending the significance of the group of words with which it is associated.

Pictures

The phonic elements and the phonograms are introduced *gradually*, and each is made the subject of special drill. In Section One, the *script* is confined to single letters and words. In Section Two, *words* and *phrases* are presented in script. In Section Three, *sentences* in script are presented for reading and *copying*. By means of these carefully graded exercises, the pupil should acquire facility in using the vocabulary of this Word Book both in its *spoken* and *written* forms.

Gradation

TO THE TEACHER

In this Word Book it is assumed that the teacher will begin the work of phonic drill by appealing to the pupil's eye and ear. The pupil must realize that there is a relation between the letters which compose a word as it appears in his book, or on the blackboard, and the sounds which he hears when the word is spoken.

Phonic Drill

Many elaborate devices have been employed to suggest this relation, but the value of most of them is negligible. The natural and direct method is for the teacher to write a word on the blackboard, pronounce it *slowly*, dwelling somewhat on each phonic element, and thus encouraging the pupil to relate each letter to its sound. For example: "me," "man," or "mat" may be used for this purpose. Most pupils will be able, after a little time, to discriminate the sounds of m-e, m-a-n, m-a-t, and from these they will advance readily to other sounds. Teachers should exercise care in these initial steps in phonics, and "make haste slowly."

Many teachers prefer to treat certain combinations of two or more letters, that occur somewhat frequently, as *phonic units*, rather than to analyze them into their separate phonic elements. For example:— "and," which is composed of *three* elementary sounds, is considered as *one* phonogram, and may be treated as a *unit* in the phonic drill on such words as the following: "b-and," "h-and," "l-and," "s-and," "br-and," "gr-and," "st-and," etc.

Phonograms

In this book phonograms are recognized in many exercises, while in many others the words are analyzed into their *phonic elements* and their written symbols clearly set out by the use of *diacritics*, when necessary. So long as the vowels and some of the consonants of our language vary in their phonic value, so long will it be necessary to use some system of markings to discriminate them. The *macron*, *breve*, and a few of the more common diacritics, are used occasionally in this book, simply for the purpose of suggesting to the teacher the conventional means of indicating pronunciation.

Oral Spelling

The first thirty-four exercises of this book are designed to familiarize the pupils with the use of the alphabet and the common digraphs such as *ch*, *sh*, *wh*, etc. In the presentation of these exercises, the *study recitation* should be employed; that is to say, the teacher and pupils should work together during the time assigned to the recitation. Each letter and each word should be visualized by the pupil, reproduced on the blackboard by the teacher, and the pupils taught to pronounce it at sight.

On reaching exercise thirty-six of Section One, the formal drill in *oral* spelling should begin. When the exercise is assigned by the teacher, the difficulties should be pointed out, and then at the next recitation the teacher may dictate the words and require the pupils to spell them orally. The work of Section One may be done successfully by pupils in the last half of the first grade.

Throughout Sections Two and Three, oral spelling should be stressed and the pupil held responsible for the mastery of all words.

Using Script

Throughout Sections One and Two of this Word Book, the script work is limited to *words* and *phrases* which the pupil should copy on the blackboard or on his tablet. In these Sections, nearly *six hundred* words in script are presented, the reading and copying of which will give the pupil facility in the use of the script forms.

In Section Three, the work in script is limited to *related sentences* which provide drill on more than *five hundred* words. The copying of these sentences will introduce the pupil to the use of capitals and punctuation marks, and thus prepare him for the language work of the more advanced grades.

Then, too, in Section Three, pupils should be able to transfer the words in the columns from the *print* to the *script* forms, — that is to say, they should copy words in script. Teachers who encourage this line of work will lay a firm foundation for the ready use of words in both reading and writing.

Phonic Index

Teachers should utilize the Index which appears on page 8, and from time to time review the phonic symbols. The Phonic Charts which appear on pages 18, 19, and 20 may well be copied on the blackboard and made the basis of frequent drills. A few minutes each day devoted to systematic drill on the phonic elements will result in better tones and improved pronunciation on the part of many pupils.

INDEX OF PHONIC ELEMENTS AND PHONOGRAMS

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ā	—9, 56, 57, 70	ŏ	—14, 61, 74
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å	—41, 66	o͝o	—35, 62
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â	—44	ȯ	—51
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ç	—72	qu	—14, 78
ch	—18, 77	r	—15
d	—10	s	—15, 75
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ẽ	—59	t	—15
f	—11	th	—60, 66, 76
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ġ	—48, 73	ū	—16, 63, 77
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ō	—14, 61, 74	ẓ	—17

PHONOGRAMS

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ack	—30	*ide*	—27
ade	—25	*ight*	—27
ail	—68	*ill*	—29
ain	—68	*in*	—21
air	—44	*ind*	—26
ake	—25	*ine*	—26
all	—29	*ing*	—42
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an	—21	*ite*	—27
and	—21	*le*	—55
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ark	—40	*oat*	—28
at	—21	*ock*	—30
ate	—25	*og*	—23
ay	—20	*old*	—28
ea	—69	*ook*	—35
ear	—32	*oop*	—36
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ed	—22	*ore*	—28
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eep	—32	*ow*	—28
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en	—22	*um*	—24
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er	—46, 54	*ur*	—43
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et	—22	*l*-blend	—52
gr	—48	*r*-blend	—53
ice	—27, 72	*s*-blend	—53

MODERN WORD BOOK

SECTION ONE

1.

a A
an
and
at
ate

An apple.

2.

b B
bat
ball
boy
boys

Boys play ball.

3.

c C
cat
can
call

c C
cat
can
call

I call my cat Kitty.

4.

d D
Dan
dog
dig
dish

d D
Dan
dog
dig
dish

My dog barks.

5.

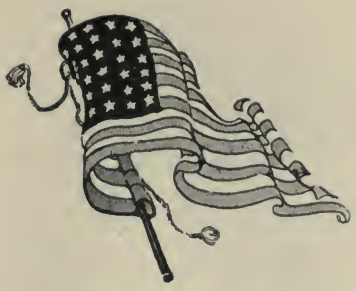
e E
eat
egg
see

e E
eat
egg
see

See the egg.

6.

f F
fan
fun
fly
flag



f F
fan
fun
fly
flag

7.

g G
go
goat
good

g G
go
goat
good

Big Billy Goat.

8.

h H
hat
has
his
hand

h H
hat
has
his
hand

He has a hat in his hand.

i I
it
is
Ida

9.

Ida and a ball.

j J
Jack
Jill
jump

10.

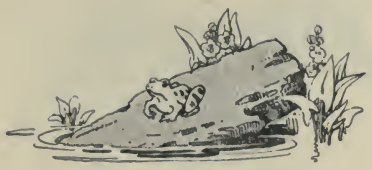
k K
kite
Kate
take
make

11.

Flying a kite.

12.

l L
log
look
like

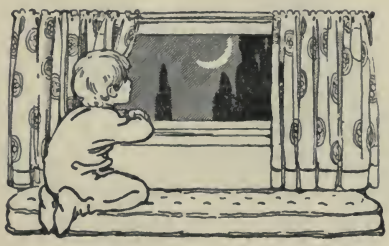


l L
log
look
like

Look! A frog on a log.

13.

m M
me
man
moon



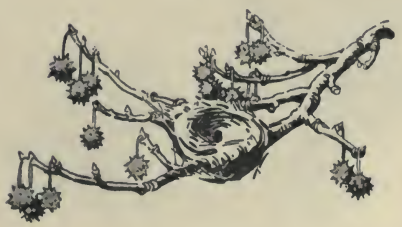
m M
me
man
moon

I see the moon.

Can the moon see me?

14.

n N
no
not
now



n N
no
not
now

No bird on the nest.

15.

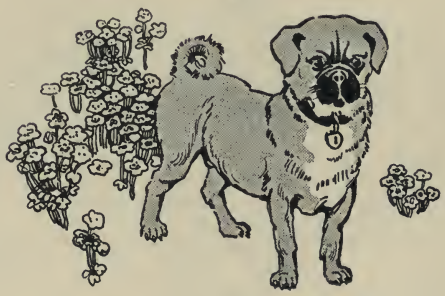
o O
on
old
oak

o O
on
old
oak

An old black crow.

16.

p P
pat
pet
pug



p P
pat
pet
pug

A pretty pug.

17.

q Q
quick
quack
queer

q Q
quick
quack
queer

Queer little ducks.

18.

r R
run
ran
ride
race

r R
run
ran
ride
race

Rose and Rob run a race.

19.

s S
sit
sits
sand

s S
sit
sits
sand

Sitting in the sand.

20.

t T
tall
tree
top

t T
tall
tree
top

In a tree top tall.

21.

u U
up
us
use
under

u U
up
us
use
under

22.

v V
vine
vase
very

v V
vine
vase
very

A very fine vase.

23.

w W
we
will
walk
wet

w W
we
will
walk
wet

We walk in the rain.

24.

x X
ox
fox
box

x X
ox
fox
box

A fox on a box.

25.

y Y
yes
you
yard
yet

y Y
yes
you
yard
yet

We play in the yard.

26.

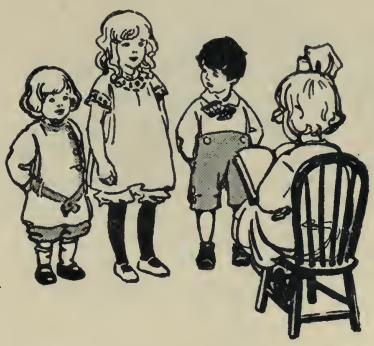
z Z
zebra
lazy

z Z
zebra
lazy

A lazy old zebra.

27. Sound of **ch.**

child
chin
chair
children



child
chin
chair
children

28. Sound of **sh.**

show
fish
dish
wish

show
fish
dish
wish

29. Phonic Chart.

Name	Sound	Name	Sound
a in ate	ā	e in me	ē
a in at	ă	e in egg	ĕ
b in bat	b	f in fan	f
c in cat	c	g in go	g
d in dish	d	h in hat	h

30. Sound of **ng.**

sing
wing
ring

sing
wing
ring

Sing, pretty bird!

31. Sound of **wh.**

when
whip
wheel
white

when
whip
wheel
white

32. Phonic Chart.

Name	Sound	Name	Sound
i in Ida	ī	m in moon	m
i in it	ĭ	n in nest	n
j in Jack	j	o in old	ō
k in kite	k	o in on	ŏ
l in like	l	p in put	p

33. Sound of th.

this	*this*	that	*that*
these	*these*	those	*those*
here	*here*	there	*there*

34. Word Building. With ay.

hay	*hay*
day	*day*
say	*say*
way	*way*

35. Phonic Chart.

Name	Sound	Name	Sound
qu in quick	kw	v in vase	v
r in ran	r	w in we	w
s in sat	s	x in fox	ks
t in top	t	y in yes	y
u in up	ŭ	z in lazy	z

36. Word Building. With **at.**

bat	*bat*	mat	*mat*
cat	*cat*	pat	*pat*
fat	*fat*	rat	*rat*
hat	*hat*	sat	*sat*

37. With **an, and.**

can	*can*	band	*band*
fan	*fan*	hand	*hand*
pan	*pan*	land	*land*
man	*man*	sand	*sand*

38. With **in** and **it.**

fin	*fin*	bit	*bit*
pin	*pin*	fit	*fit*
tin	*tin*	hit	*hit*
chin	*chin*	sit	*sit*

I sit on a chair.

39. Word Building. With ed.

Ned
red
sled

Ned
red
sled

On a red sled.

40. With en and end.

hen	*hen*	bend	*bend*
pen	*pen*	send	*send*
ten	*ten*	lend	*lend*
men	*men*	mend	*mend*

41. With et and est.

let *let*
get *get*
wet *wet*
met *met*

nest *nest*
best *best*
vest *vest*
rest *rest*

In the rain.

42. Word Building. With **op.**

top
chop
stop
shop
drop

top
chop
stop
shop
drop

43. With **ot.**

not	*not*	dot	*dot*
got	*got*	blot	*blot*
hot	*hot*	spot	*spot*
trot	*trot*	shot	*shot*

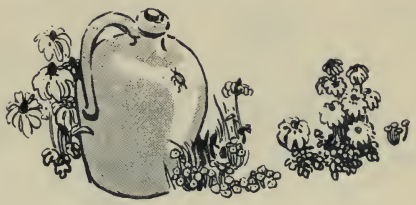
Dot **i**; cross **t**.

44. With **og** and **oy.**

log	*log*	boy	*boy*
hog	*hog*	joy	*joy*
fog	*fog*	toy	*toy*
frog	*frog*	toys	*toys*

45. Word Building. With **ug.**

bug
jug
snug



bug
jug
snug

Snug as a bug in a rug.

46. With **un.**

fun
gun
sun
run
under

fun
gun
sun
run
under

47. With **um** and **ut.**

hum	*hum*	nut	*nut*
gum	*gum*	but	*but*
drum	*drum*	cut	*cut*
plum	*plum*	shut	*shut*

48. Word Building. With **ate.**

late
plate
slate

late
plate
slate

At the gate.

49. With **ake.**

take
rake
make

take
rake
make

Making hay.

50. With **ade** and **ame.**

made	*made*	came	*came*
shade	*shade*	game	*game*
trade	*trade*	same	*same*
grade	*grade*	name	*name*
blade	*blade*	tame	*tame*

51. Word Building. With **ee.**

see
bee
tree
three

see
bee
tree
three

A bee says buzz.

52. With **eat.**

neat
seat
meat
wheat

neat
seat
meat
wheat

53. With **ine** and **ind.**

fine	*fine*	find	*find*
vine	*vine*	kind	*kind*
line	*line*	wind	*wind*
nine	*nine*	bind	*bind*
mine	*mine*	mind	*mind*

54. Word Building. With **ite.**

kite *kite*
bite *bite*
white *white*

I can write.

55. With **ide.**

ride *ride*
hide *hide*
side *side*
slide *slide*

56. With **ice** and **ight.**

nice *nice*
rice *rice*
mice *mice*
twice *twice*
slice *slice*

light *light*
night *night*
right *right*
bright *bright*
might *might*

57. Word Building. With **old.**

cold *cold*

hold *hold*

fold *fold*

gold *gold*

58. With **oat.**

boat *boat*

coat *coat*

float *float*

I can float in my boat.

59. With **ore** and **ōw.**

sore	*sore*	row	*row*
tore	*tore*	slow	*slow*
more	*more*	snow	*snow*
store	*store*	blow	*blow*
shore	*shore*	show	*show*

60. Word Building. With **all.**

tall
wall
fall
small

tall
wall
fall
small

Big Kitty on a wall.

61. With **ell.**

sell
well
spell
smell

sell
well
spell
smell

62. With **ill** and **ick.**

fill	*fill*	kick	*kick.*
hill	*hill*	pick	*pick*
mill	*mill.*	stick	*stick*
will	*will*	brick	*brick.*

63. Word Building. With **ack.**

back
black
track

back
black
track

A stack of hay.

64. With **ock.**

rock
lock
block
clock

rock
lock
block
clock

65. Sight Words.

are	*are*	new	*new*
was	*was*	shoe	*shoe*
were	*were*	girl	*girl*
one	*one*	have	*have*
two	*two*	give	*give*

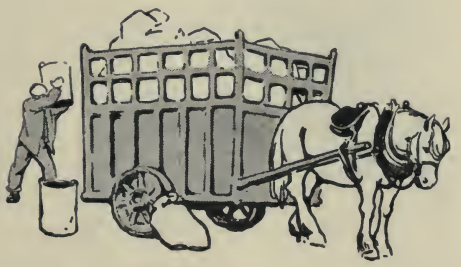
66. Word Building. With **or.**

for *for*
form *form*
horn *horn*
corn *corn*

A big ear of corn.

67. With **ar.**

far *far*
car *car*
cart *cart*
start *start*



68. Sight Words.

they	*they*	your	*your*
want	*want*	hair	*hair*
with	*with*	long	*long*
them	*them*	short	*short*
where	*where*	shall	*shall*

69. Word Building. With **ear.**

dear *dear*
hear *hear*
near *near*

No fear, you shall hear.

70. With **eep.**

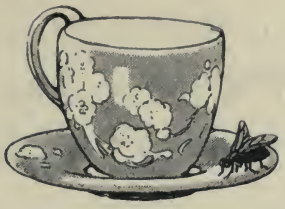
peep *peep*
keep *keep*
deep *deep*
sleep *sleep*
sweep *sweep*

71. Sight Words.

who	*who*	do	*do*
what	*what*	does	*does*
saw	*saw*	done	*done*
draw	*draw*	come	*come*

72. Word Building. With y.

by *by*
try *try*
dry *dry*



A fly has two wings.

73. With ow.

cow *cow*
how *how*
now *now*
down *down*

Our cow gives good milk.

74. Sight Words.

four	*four*	catch	*catch*
door	*door*	caught	*caught*
floor	*floor*	said	*said*
house	*house*	again	*again*

One, two, three, four, five,
I caught a hare alive;
Six, seven, eight, nine, ten,
I let him go again.

One, two, button my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a good fat hen.

One, two, three, four,
five, six, seven,
Eight, nine, ten,
and then eleven.

MODERN WORD BOOK

SECTION TWO

1. Word Building. With o͝ok.

look
took
book
brook
nook

look
took
book
brook
nook

A quiet nook with my book.

2. Sound of o͝o.

go͝od	*good*	fo͝ot	*foot*
hood	*hood*	soot	*soot*
wood	*wood*	wool	*wool*
woods	*woods*	stood	*stood*

3. Word Building. With **o͞op.**

hoop
coop
loop
stoop

hoop
coop
loop
stoop

4. Sound of **o͞o.**

nō͞on
soon
room
school

noon
soon
room
school

Soon in school. Out at noon.

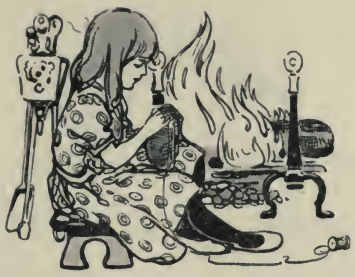
5. Word Review.* Sound of **ā.**

ate	take	made	hay
gate	rake	shade	day
late	make	trade	play

* To Teacher. — Pupils should copy "Word Reviews."

6. Sound of o͞o.

too
cool
stool
spool



too
cool
stool
spool

too far too near too long

7. Sound of o͞o.

blue
true
shoe

blue
true
shoe

two shoes two boots two hoops

8. Word Review. Sound of ā.

say	rain	Kate	blade
lay	race	plate	grade
day	face	slate	mak'ing
la'zy	vase	gate	tak'ing

9. Sound of **ou.**

out		*out*
our		*our*
house	found	*house found*
mouse	sound	*mouse sound*
one mouse		*two mice*

10. Sound of **ou.**

round		*round*
ground		*ground*
mouth		*mouth*
south		*south*
a loud	shout	*a loud shout*

11. Word Review. Sound of **ē.**

deep	ear	eat	wheat
keep	hear	meat	wheel
peep	dear	neat	queer
sleep	near	seat	cheer

12. Word Building. With **oi**.

lamp

ket'tle

oil	*oil*
toil	*toil*
soil	*soil*
spoil	*spoil*
boil	*boil*

13. Sound of **oy** like **oi**.

joy
join
joint
point
noise noisy

joy
join
joint
point
noise *noisy*

14. Word Review. Sound of **ī**.

nice	mind	bite	white
rice	child	night	write
mice	slide	bright	twice

15. Word Building. With **ark.**

lark
dark
park
mark

lark
dark
park
mark

Hark, hark! Hear the lark!

16. Sound of **är.**

arm
harm
card
farm farmer

arm
harm
card
farm farmer

17. Word Review Sound of **ō.**

oak	load	four	sore
boat	toad	doors	shore
float	goat	floor	store
floats	coat	floors	more

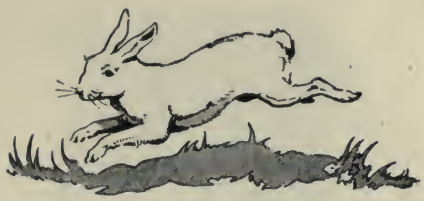
18. Sound of **à** in **àsk.**

fast

last

class

grass



fast

last

class

grass

Run fast!

19. Sound of **ĭr.**

bĭrd

bird'ie

first

girl

bird

birdie

first

girl

Little birdie, in the tree.

20. Word Review. Sound of **ō.**

cold	tore	snow	goes
hold	more	blow	shows
gold	most	slow	flows
fold	post	throw	those

21. Words with **ing.**

swing
thing
string
spring

swing
thing
string
spring

in the spring up in a swing

22. Word Building with **ing.**

go	go'ing	*going*
blow	blow ing	*blowing*
snow	snow ing	*snowing*
show	show ing	*showing*

23. Word Review. Sound of **ă.**

band	has	catch	black
hand	have	latch	track
land	hats	that	stack
sand	shall	apple	crack

24. Sound of **ûr.**

turn *turn*
burn *burn*
hurt *hurt.*
bur burst *bur burst*

25. Sounds of **er** and **or** like **ûr.**

her *her* word *word*
herd *herd* work *work*
term *term* worm *worm*
were *were* worst *worst*

a herd of cows a hard word

26. Word Review. Sound of **ĕ.**

yes	best	bend	sell
yet	rest	send	well
get	nest	mend	spell
pet	west	spend	shell

27. Word Building. With **air.**

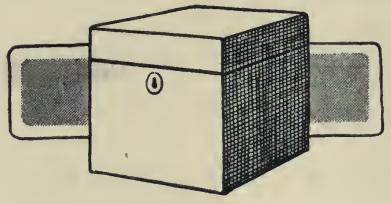
hair
pair
fair
fair'y

hair
pair
fair
fairy

with long hair on a chair

28. Sound of **âr.**

bare
care
square



bare
care
square

a bare hand a square box

29. Sound of **ĕ.**

then	lend	vest	sev'en
them	sled	west	elev'en
when	shed	chest	ket'tle
men	smell	ver'y	let'ter

30. Sound of **y** like **ĭ.**

po'ny *pony*
sto'ry *story*
on'ly *only*
kit'ty *kitty*

in the saddle on a pony

31. Word Building. With **ly.**

sad'ly	*sadly*	slow'ly	*slowly*
bad'ly	*badly*	sure'ly	*surely*
man'ly	*manly*	neat'ly	*neatly*
glad'ly	*gladly*	sweet'ly	*sweetly*

32. Word Review. Sound of **ĭ.**

fish	pick	hill	with
dish	stick	will	whip
chin	quick	spill	gives
thin	chicks	still	lives

33. Sound of ô in sôft.

sông
long
lost
cost
soft moss

song
long
lost
cost
soft moss

34. Word Building. With er.

fast'er	*faster*	talk'er	*talker*
slow'er	*slower*	walk'er	*walker*
soon'er	*sooner*	work'er	*worker*
near'er	*nearer*	sing'er	*singer*

35. Word Review. Sound of ŏ.

lock	drop	trot	lock
rock	chop	shot	block
frog	shop	blot	clock
from	stop	spot	crock

36. In the Garden.

hoe	*hoe*
rake	*rake*
spade	*spade*
hoe'ing	*hoeing*
rak'ing	*raking*
spad'ing	*spading*

37. In School.

read	*read*	desk	*desk*
count	*count*	pen'cil	*pencil*
cop'y	*copy*	point'er	*pointer*

38. Word Review. Sound of ŭ.

hum	jug	duck	buzz
gum	snug	drum	but'ton
jump	shut	plum	un'der
lump	must	plump	thun'der

39. Sound of **ġ** like **j**.

aġe	*age*
cage	*cage*
page	*page*
change	*change*
large	*large*

40. Sound of **g** as in **go**.

grow	*grow*	gay	*gay*
green	*green*	gave	*gave*
grape	*grape*	ug'ly	*ugly*
gray	*gray*	wag'on	*wagon*

41. Phrases to Spell.

ripe grapes	now out
green grass	fly'ing about
growing grain	pretty bird
big wag'on	sweet song

42. Word Building. With **ace.**

face *face*
lace *lace*
race *race*
pace *pace*
place *place*

43. Sound of **ç** like **s.**

çent	*cent*	prinçe	*prince*
fence	*fence*	cit'y	*city*
hence	*hence*	fan'cy	*fancy*
once	*once*	pen'cil	*pencil*

44. Phrases to Spell.

one face	five cents
fine lace	my pencil
good race	in the city
first place	on the car

45. Sound of S like Z.

bud	buds	*buds*
rose	ros'es	*roses*
leaf	leaves	*leaves*
thorn	thorns	*thorns*

46. Sound of ṣ like z.

owl	owlṣ	*owls*
nose	nos'es	*noses*
claw	claws	*claws*
rise	ris'es	*rises*
wing	wings	*wings*

47. Phrases to Spell.

red roses	wise bird
fresh buds	long claws
sharp thorns	great eyes
green leaves	strong wings
sweet smell	queer sound

48. Sound of ȯ like ŭ.

cȯme		*come*	
some		*some*	
doves	loves	*doves*	*loves*
above	glove	*above*	*glove*

49. Sound of ȯ like ŭ.

mȯth'er		*mother*	
broth'er		*brother*	
oth'er		*other*	
cov'er		*cover*	
done	does	*done*	*does*

50. Phrases to Spell.

have come	dear moth'er
have done	little broth'er
have seen	many oth'ers
warm gloves	un'der cov'er

51. Sound of l-Blends.

blows	*blows*
close	*close.*
flute	*flute*
glad	*glad*
please	*please*
slip slide	*slip slide*

52. Sound of r-Blends.

bread	*bread*	grapes	*grapes*
cream	*cream*	prunes	*prunes*
drink	*drink*	trust	*trust*
fresh	*fresh*	three	*three.*

53. Phrases to Write.

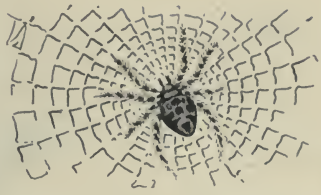
fresh fruit	ripe grapes
good bread	large prunes
sweet cream	three apples

54. Initial s-Blend.

sly *sly*

snug *snug*

spi'der *spider*



spin sport *spin sport*

sto'ry strong *story strong*

55. Initial s-Blend.

skip *skip*

swing *swing*

spring *spring*

stand start *stand start*

56. Word Review.

A spider has:

eight legs,

eight eyes,

a strong web.

A fly has:

six legs,

queer eyes,

pretty wings.

57. Words ending with **er.**

o'ver	*over*
un'der	*under*
flow'er	*flower*
sis'ter	*sister*
ev'er nev'er	*ever never*

58. Word Building with **er.**

help'er	*helper*	slow'er	*slower*
lead'er	*leader*	fast'er	*faster*
teach'er	*teacher*	tall'er	*taller*
farm'er	*farmer*	short'er	*shorter*

59. Phrases to Write.

arms full	over there
fresh buds	little sister
white flowers	older brother
ever so many	for my mother

60. Words ending in **-le.**

a'ble
ta'ble
ap'ple
lit'tle

able
table
apple
little

thim'ble han'dle *thimble* *handle*

61. Words ending in **-le.**

gen'tle
tin'kle
jin'gle

gentle
tinkle
jingle

rat'tle buck'le *rattle* *buckle*

62. Phrases to Write.

soft feet	at the ta'ble
sharp eyes	on the floor
white puss'y	a lit'tle girl
lit'tle bell	a good pen
on her neck	in her hand

63. Good Things to Eat.

soup
bread
but'ter

soup
bread
butter

crack'ers tur'key
pie pud'ding

crackers turkey
pie pudding

64. Things to Wear.

cap	*cap*	belt	*belt*
cape	*cape*	waist	*waist*
coat	*coat*	shoes	*shoes*
dress	*dress*	stock'ings	*stockings*

65. Numbers.

12 twelve 13 thir'teen 14 four'teen
15 fif'teen 16 six'teen 17 sev'enteen
18 eight'een 19 nine'teen 20 twen'ty
21 twen'ty-one 22 twen'ty-two

MODERN WORD BOOK

SECTION THREE

1. Sounds of ā, ă, ä.

cāme		hăd
Ma'ry		lamb
wait		äre
waits		laugh
wait'ed		laughed

2. An Old Story.

Mary had a pet lamb.
Once it came to school.
The children laughed, so
the teacher turned it out.
The lamb waited for Mary.

3. Sounds of ai and ą.

nail
hail
sail

sąlt
wa'ter
al'so

sails sail'or al'most al'ways

4. On the Sea.

Hail! To the sailor!
He sails far away
on the deep blue sea.
Sea water is salt.
It is not fit to drink.

5. Sound of ô like ą.

for	fork	forks	born
form	cork	corks	horn
storm	stork	storks	horse
north	cord	cords	hors'es

6. Sounds of ē and ĕ.

hēre		bĕll
sheep		sent
feed		went
need		head
teeth		shep'herd

7. Shepherd and Sheep.

Here is a shepherd.
He has a herd of sheep.
How many there are!
Sheep need sharp teeth.
They feed on hay and grass.

8. Sound of ẽ.

hẽr	term	were	earn
fern	verse	herd	learn
ferns	vers'es	herds	learns

9. Sounds of ī and ĭ.

pine			wĭsh
high			swim
sight			limbs
might			still
climb	wild	while	which

10. The Tall Pines.

Here are some tall trees.
They are high pines.
The water is still.
You might swim in it.

11. Sounds of ī, ĭ, and ĭ.

dine	thĭn	sĭr	fĭrst
fine	thick	stir	third
knife	inch	dirt	thir'ty
quite	pinch	flirt	thirst'y

12. Sounds of **o** and **o.**

bōlls			pŏds
both			sol'id
o'pen			doll'y
closed			rob'in
co'zy			cot'ton
ros'y	blos'soms	drop	from

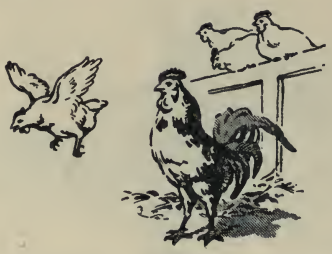
13. The Cotton Plant.

Cotton grows in the South.
The blossoms are very pretty.
When the bolls open, you see
the soft, white cotton.

14. Sounds of **ŏ** and **ô.**

ŏff	lŏst	nôr	ôr'chard
toss	frost	north	morn'ing
loss	cost	horns	cor'ner

15. Sounds of o͞o and o͝o.

ro͞ot			lo͝ok
room			hook
roof			cook
roost			foot
roost'er	goose	loose	stood

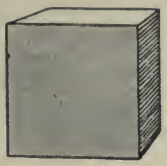
16. The Chickens.

Three hens are on the roost, and one is flying down. Roosters crow. Hens lay eggs. Eggs are good to eat.

17. Sound of o͝o like o͞o.

do͝	lo͝se	who͝	mo͝ve
yo͝u	soup	whom	mov'ing
your	group	whose	in'to
yours	groups	shoes	through

18. Sounds of ū and ŭ.



cube	cure	drŭm	trŭmp′et
tube	pū′pil	thumb	stud′y
tune	bu′gle	lunch	mū′sic

19. Questions.

Who can beat the drum?
Who can blow the trumpet?
Can you play a tune?
Do the pupils study music?

20. Sound of u̯ like o͞o.

blu̯e	ru̯de	tru̯th	Ru̯th
glue	rule	flute	June
true	rul′er	prune	Ju ly′
tru′ly	sure	fruit	Ju′no

21. Sound of ụ like o͞o.

pụt		pụss
puts		puss'y
pull		push
pulls		bush
full		bush'es

22. Pussy in the Well.

Pussy is in the well.
Who put her in?
Little Johnny Green.
Who will pull her out?
Little Johnny Stout.

23. Sound of û as in ûrn.

fur	urn	curl	burn'ing
pur	turn	curds	turn'ing
purse	burn	churn	hurt'ing
purs'es	burns	churns	tur'tle

24. Sound of **ou** like **ow.**

out
plow
a round'
a bout'

count cloud show'er flow'er

25. In the Field.

The farmer is out in the field.
He is plowing now.
The horses draw the plow.
It turns over the ground, and
fits it for the seed.

26. Sounds of **ow** and **ou.**

now	fowl	out	pound
down	howl	south	sound
town	plow	mouth	hound
brown	plow'ing	round	ground

27. Sound of **à** in **ask.**

màst
last
fast
past
blast

branch pass grass class

28. The Wind.

I am the wind,
And I come very fast;
Through the tall wood,
I blow a loud blast.

29. Sound of **à.**

bàth	àsk	àft'er	gràss
path	ask	fast'er	glass
lath	asked	mas'ter	bas'ket
fast	ask'ing	plas'ter	pass'ing

30. Sound of ạ like ŏ.

swạn	swal'low	wạsp
swap	swal'low's	wash
swamp	wan'der	watch

31. Some Birds.

A swan is a large bird.
It can swim very well.
A swallow is small, but
it can flŷ very fast.
Watch for a swallow's nest.

32. Sound of **wh.**

why	whip	which	wheel
what	wheat	white	where
when	while	whine	whirl

33. Sound of **ai** like **ā**.

rain		nail
train		tail
wait		fail

rails	gain	grain	pail
rail'road	pain	paint	chain

34. The Train.

See the long train of cars!
How fast it goes!
It runs on the strong rails.
I like to ride on the railroad.
Do you?

35. Sound of **cr**.

crow	cry	crib	crack
cross	cries	cribs	cracks
cream	cried	cra'dle	crack'er
crumb	cry'ing	cra'dles	crack'ing

36. Sound of **ea**, and of **ey** like **a**.

leaps			they
least			prey
beast			each
steal			reach
steals	weak	speak	peach

37. The Lion.

The lion is a great cat.
It is so strong that it is
called the King of beasts.
It steals along like a cat,
And leaps to catch its prey.

38. Sound of **ea** like **ē** or **ĕ**.

bēat	dear	hĕad	heav'y
neat	near	bread	read'y
seat	hear	thread	breast
meat	year	spread	pleas'ant

39. Sound of **oa,** and of **ow** like **o.**

oars			rows
boat			slow
float			flow
board			know
load	coal	cloak	be low′

40. In a Boat.

A man and two girls are on board this little boat.

The girls sit still, while the man rows. I know they are having a pleasant time.

41. Sound of **ā** in First Syllables.

bā′by	pa′per	tak′ing	dai′ly
la′dy	mak′er	rak′ing	rain′y
la′zy	mak′ing	bak′ing	rain′bow

42. Sound of **oy** like **oi.**

boys			oil
noise			soil
nois'y			coin
point			moist
voice			hoists
choice	en joy'	joy'ful	voy'age

43. On the Fourth of July.

What a noise the boys make!
The little girl hoists a flag.
They march up and down.
All have a very joyful step.

44. Sound of **ă** in First Syllables.

căn'dy	cam'el	jack'et	bat'ter
sand'y	trav'el	rack'et	scat'ter
car'ry	grav'el	rab'bit	chat'ter

45. Sounds of **c** and **ç**.

comes			façe
cov'er			fence
col'or			price
cooked			twice
clear			fan'cy
clean			cit'y
cows	clo'ver	rice	cit'ies

46. Rice and Clover.

Rice and clover grow in fields.
Cooked rice is good food.
Clover blossoms smell sweet.

47. Sounds of **ē** and **ĕ** in First Syllables.

vĕr'y	bĕt'ter	bē'ing	rēach'es
mer'ry	let'ter	see'ing	peach'es
ber'ry	wet'ter	keep'ing	teach'es
cher'ry	red'der	creep'ing	preach'es

48. Sounds of **g** in **get** and **age.**

wag'on	bridġe	edġe	
grav'el	larġ'er		
green	stran'ġer		
grass	man'ġer	paġe	
goose	ġen'tle	caġe	
geese	ġen'tly	ġi'ant	hedġe

49. On the Bridge.

Look at the high bridge.
You can stand on its edge
and look down at the water.
The grass and leaves are ġreen.

50. Sounds of ī and ĭ in First Syllables.

ī'dle	rid'er	pĭt'y	whis'pers
bri'dle	spi'der	pitch'er	whis'kers
like'ly	writ'er	swift'ly	whip'ping

51. Sound of n like ng.

ring			pi<u>n</u>k
bring			drink
swing			si<u>n</u>'gle
string			fi<u>n</u>'ger
sing'ing			lo<u>n</u>'ger
ring'lets	wi<u>n</u>k	sink	stro<u>n</u>'ger

52. Mother to Baby.

"Baby, sleep a little longer,
Till the little limbs are stronger."
If she sleeps a little longer,
Baby, too, shall fly away.

53. Sounds of ō and ŏ Accented.

pō'ny	be fore'	cŏp'y	bot'tle
ston'y	be low'	pop'py	both'er
post'man	mo'ment	prop'er	doc'tor

54. Sound of **s** and **ṣ**.

sun'ny		budṣ
spring		swellṣ
roots		stemṣ
plants		leaveṣ
sleep'y		show'ers
soft	puss'y wil'lowṣ	flow'ers

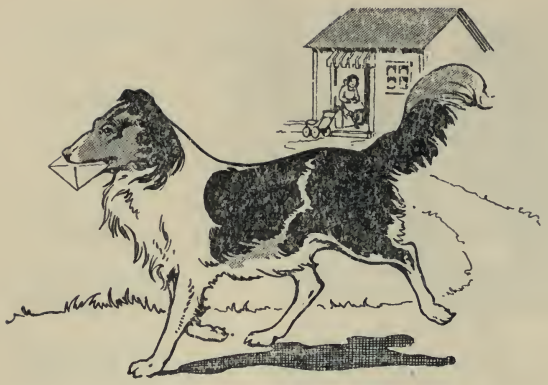
55. In the Spring.

The sunny days have come.
See the bunch of pussy willows.
They were the first to wake up.
Warm showers bring flowers.

56. Sounds of **ô** and **a̤** Accented.

fôr'mer	short'er	cor'ner	wa̤lk'er
storm'y	short'est	hor'net	walk'ing
morn'ing	short'ly	or'chard	talk'ing

57. Sounds of th.



clothes
cloth'ing
rath'er
gath'er
oth'er
broth'er
moth'er
feath'er

mouth
month

birth'day
play'things

58. Dear Mother.

Dear Mother:

I want you to know how much I love you. Our good old Sam shall be my postman.

Your own Lucy.

May 7, 1944.

59. Sounds of **ch** and **sh**.

cher'ry
cher'ries
peach'es
reach'es

each	catch'ing	sheep	shed
much	shear'ing	shear	shōrn

60. On the Farm.

In the spring the wool is long,
and then the sheep are shorn.
In the spring the trees bloom;
by and by the cherries are ripe.

61. Sounds of **ū** and **ŭ** in First Syllables.

tū'lip	fŭn'ny	sup'per	tum'ble
pu'pil	sun'ny	sum'mer	stum'ble
u'nit	bun'ny	hum'ming	grum'ble

62. Sound of **qu** like **kw**.

quart
quilt
queer'ly
quick'ly

quail	quar'ter	squir'rel
qui'et	quar'rel	squeeze

63. Bobwhite and the Chipmunk.

This bird is a quail.
Its other name is Bobwhite.
The squirrel is a chipmunk.
Its cheeks are its pockets.

64. Troublesome Words.

could	stood	knee	know
would	woods	kneel	knife
should	goods	knelt	knot

65. Word Review.

a gain'	cher'ry	fruits	in'to
ap'ple	choice	flow'ers	joy'ful
buck'le	done	green	keep'ing
bri'dle	does	house	lambs
ber'ry	e lev'en	hedge	man'y

66. Word Review.

noise	quite	twelve	which
o'ver	read'y	tur'keys	where
on'ly	sev'en	un'der	box'es
pret'ty	sheep	ug'ly	your
pen'cil	shep'herd	ver'y	ze'bra

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

67. Number Phrases.

twelve pints
thirteen quarts
fourteen gallons
fifteen barrels

twenty cents
thirty nickels
forty dimes
fifty dollars

68. Numbers in Words and Figures.

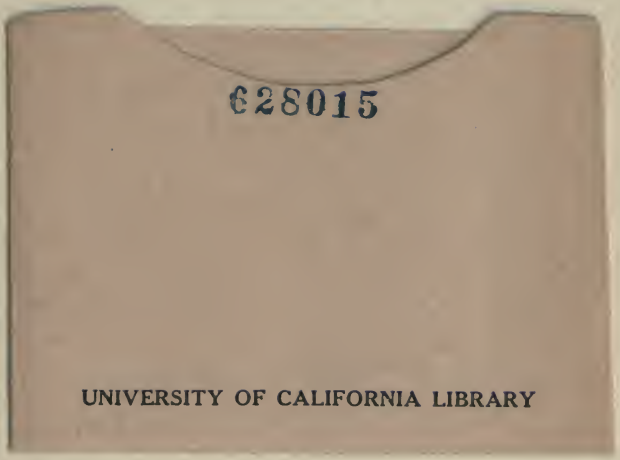
one half $\frac{1}{2}$
two thirds $\frac{2}{3}$
three fourths $\frac{3}{4}$
five sixths $\frac{5}{6}$

seven eighths $\frac{7}{8}$
eight ninths $\frac{8}{9}$
nine tenths $\frac{9}{10}$
ten elevenths $\frac{10}{11}$

Little Things.

Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

YB 36531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